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ABSTRACT

This report contains the findings and recommendations of the Council on Educational Excellence created by the Salt Lake City Board of Education in 1983. Findings are presented under the headings "Teaching," "Administration," "Content" (vocational/technical and academic education), "Time," and "Expectations." The following recommendations are made: (1) teacher compensation to be based on performance and load as well as experience and additional training; (2) increased teacher compensation; (3) increased inservice training; (4) internship programs for prospective principals; (5) program changes in both vocational/technical education and academic education; (6) more effective use of time in the schools; (7) more emphasis on the development of study skills; and (8) clarification of what is expected of students, parents, teachers, principals, and the school district itself. Appendices include the Board's charge to the Council, a list of presentations made to the Council during its deliberations, and the school district's graduation requirements. (CMG)

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The Basics and Beyond

A Report

of the

Council on Educational Excellence

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May 11, 1984

Salt Lake City School District
440 East First South
Salt Lake City, Utah 84111

M. Donald Thomas, Supt.

UD023723

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Salt Lake City School District

440 East First South Salt Lake City, Utah 84111-1898

Phone: (801) 322-1471

May 11, 1984

Board of Education
Salt Lake City School District

Dear Board Member:

The Council on Educational Excellence submits its report for your consideration. The report results from the council's deliberations during the past 10 months.

Some members of the Council preferred stronger recommendations than those submitted, and some weaker. Nevertheless, the report enjoys the support of all.

The Council expresses appreciation to Ingrid Oxaal, the staff specialist, who ably facilitated the council's activities as well as contributing invaluably to the content of the report, and for the cooperation of all district personnel, especially Raphael Lewy and Juanita Wainwright.

Respectfully submitted,

Jeffery E. Olson, Chairman
Council on Educational Excellence

JEO/jw

Attachment

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INTRODUCTION

The Salt Lake City Board of Education created the Council on Educational Excellence on May 17, 1983, to make "a fearless review of the quality of education within the district." The council held its first meeting on July 6, 1983, and met regularly until January 1984 receiving reports about a wide range of educational questions from key district personnel and other leading members of the educational community. This report contains the findings and recommendations resulting from those meetings.

The council quickly recognized that it could only handle the most significant issues ripe for resolution. The council did not have time to do otherwise. The recommendations are concrete to facilitate action. Some recommendations require board action. Others can be implemented through existing district or school procedures. The council has recommended establishing committees where further study or monitoring is required. The committee structuring is based on shared governance principles, and includes representatives of the groups most affected by the policies to be implemented.

RECOMMENDATIONS

I. Teaching

A. Teachers should be compensated on the basis of performance and load as well as experience and additional training. Every effort should be made to increase the level of teacher compensation.

1. The district should adopt a career ladder of 3 to 5 levels, make annual supplementary performance payments to exemplary teachers on the highest levels, and define specific criteria for selection to each level.

2. The district should establish a standing teaching review committee to recommend a procedure for evaluating teachers for placement and advancement on the career ladder and for supplemental performance payments. The committee would be composed of the following:

   - The superintendent, who will serve as chairman;
   - 2 members of the board of education;
   - 2 parents selected by the Parent Teachers Association (PTA);
   - 2 teachers selected by the Salt Lake Teachers Association (SLTA); and
   - 1 administrator selected by the Salt Lake Association of School Administrators (SLASA).

3. Each school within the school district shall establish a similar standing committee composed of the following:

   - The principal, who serves as chairman;
   - 2 teachers selected by the faculty of the school;
   - 2 parents selected by the PTA; and
   - 1 representative of the district selected by the superintendent.

   The committee would:

   a. Explain the career ladder and performance payment program to the faculty;

   b. Recommend to the principal and oversee procedures for evaluating faculty performance.

   c. Recommend to the principal faculty members who should be considered for performance payments, remediation, inservice training or termination, and then review the principal's decisions.

   Except for the chairman, the committee members would serve staggered two-year terms.

B. The existing inservice training programs to improve teacher performance should be strengthened:

1. Consolidate existing inservice and staff development program efforts to eliminate overlapping responsibility and duplication of effort.

   a. Establish a cadre of administrators, teachers and resource persons prepared to assist in inservice training.

2. The existing ACT-ion Committee Program should be continued and enhanced through establishment of a mentor program:

   a. A mentor program would contain at least the following:

      1) Each beginning teacher should be assigned to an experienced teacher teaching at the same level, or with the necessary curriculum skills, who will encourage the beginning teacher to develop fully as a professional teacher.

2) The principal should support the mentor relationship and monitor the beginning teacher's development.

b. The inservice classes for new teachers should contain, as a minimum, information on classroom management, board policies, basic student skills, promotion, graduation requirements and orientation to Salt Lake Teachers Association activities.

3. Each beginning teacher should be given opportunities to:

a. Visit other classrooms to observe effective teachers in action;

b. Meet with other beginning teachers to discuss the process of becoming a capable classroom instructor; and

c. Meet regularly with the principal to discuss progress and additional inservice opportunities.

II. Administration

A. The district should continue to select principals on recommendation of committees chosen to meet the needs of individual schools. A shared governance committee should establish a central core of standardized criteria to be used as the basis for each committee's decision-making. The committee should recognize that the principal's primary responsibility is to seek excellence in education. The committee should be selected in the same number and manner as the standing teaching review committee described in paragraph I.A.2.

B. The district should identify prospective principals and provide them with opportunities to prepare themselves for the responsibilities of academic administration.

1. The Intermountain NASSP Assessment Center at the University of Utah should continue to be used to identify the strengths and weaknesses of individuals being considered for administrative responsibilities.

2. Prospective principals should be freed from classroom responsibilities from time to time to participate in an internship program. Effective principals should be assigned to work with prospective principals and involve them in representative responsibilities. Interns should rotate through two or more schools in order to observe more than one leadership style and setting.

C. A close working relationship should be established with the University of Utah Graduate School of Education.

III. Content

A. Vocational/Technical Education

1. The district should establish a standing Vocational/ Technical Education Committee to review the present programs, oversee the development of new ones and make appropriate recommendations to the board. The committee should consider:

a. Restructuring the existing intermediate school programs in career education, industrial arts, business and home economics with a broad based program emphasizing basic competencies such as those identified in the New York Study of Occupational and Practical Arts: decision making, career awareness/exploration skills, keyboarding, information retrieval, resource management, concepts of technology, use of basic tools and equipment, etc.

b. Developing a proficiency based curriculum in all vocational areas updated regularly to remain current with occupational needs. Craft and advisory committees should be established to assist in the updating of curriculum.

c. Emphasizing transferrable skills that are occupationally specific, rather than job specific, so that students will have as many job options as possible. Job specific training, if offered, should be for short-term training for selected seniors in response to local employment needs.

d. Developing cooperative education programs for seniors in all divisions of vocational education where prior experience or training is normally required by prospective employers. Work release should only be permitted for those students participating in the cooperative programs.

e. Developing articulated programs with Utah Technical College in all divisions of vocational education. Advanced placement, shared facilities, concurrent enrollment, regional planning, etc. should all be pursued in partnership with the college. Utah Technical College is an invaluable resource to the high schools in the Salt Lake area.

f. Continuing the requirement that all students complete at least one full unit of credit (the equivalent of one course for an entire year) in a core area of vocational education for graduation.

2. The committee should consist of:

- The district specialist in vocational/technical education, who should serve as chairman;
- 2 teachers appointed by the SLTA, one of whom does not teach in the vocational/technical area;
- 2 principals appointed by the SLASA, one representing the intermediate school and the other the high school;
- 2 parents appointed by the PTA; and
- 3 or more representatives of local industry, selected by majority vote of the other members of the committee.

3. The district should urge the State Board of Education to modify its policy tying funding for vocational education to job placement. The current policy stresses placement so strongly that it discourages schools from inviting students to enroll in a vocational course unless the students are already planning for that vocation.

B. Basic Academic Subjects

1. The Council commends the district for strengthening graduation requirements as outlined in appendix C and implementing a program of standardized content in basic secondary subjects.

2. The district should establish a committee to develop a comprehensive writing program to teach fundamental writing skills and practice them through frequent and meaningful writing and feedback in every course and grade level. The committee should coordinate its efforts with those of the Univesity of Utah writing program. The district should consider inviting the director of that program to serve on the committee. The committee should consist of the following:

- A district specialist appointed by the superintendent to chair the committee;
- 3 teachers appointed by the SLTA, each one representing a different level of school (elementary, intermediate and high school);
- 3 principals appointed by the SLASA, each one also representing a different level of school;
- 3 parents appointed by the PTA;
- 1 faculty member from the University of Utah appointed by the committee's other members; and
- 1 faculty member from the Utah Technical College also appointed by the committee's other members.

3. The district should make every effort to incorporate foreign language instruction into the basic curriculum.

4. All high schools in consultation with intermediate schools and the district should consider carefully whether to participate in the International Baccalaureate program.

5. A standing committee should be established to develop and oversee a computer literacy program for the district. The committee should be appointed in the same number and manner as the committee to develop a comprehensive writing program described in paragraph III.B.1.

IV. Time

B. The council feels very strongly that the largest gains in overall academic achievement will be made through effective use of time:

1. The district should provide teachers with adequate time outside of class, and conduct inservice training seminars on effective classroom management techniques to make the best possible use of students' time on task in class. Time on task should be one of the factors considered in evaluating teaching effectiveness for payment awards.

2. Administrative practices should be reevaluated to minimize classroom interference:

   a. Surveys requiring class time should have district approval.

   b. Fundraising activities should not be conducted during class time.

   c. The PA system should only be used when absolutely necessary and preferably during previously specified times.

3. Establish classroom activities as the highest priority in the school. Extracurricular activities should be scheduled so that they will not conflict with classroom activities:

   a. The district should urge the Utah High School Activities Association to schedule all competitive activities after the regular school day.

b. The regular school day may need to begin earlier to eliminate the need for conflicts.

c. An eighth period may also need to be scheduled, or a block schedule established with a free period every other day, for extracurricular activities.

4. The district and each school should establish specific policies to restrict to a minimum the amount of time students spend outside of class for any purpose:

a. District attendance policies should be clearly explained to all administrators, teachers, students and parents.

b. Pull-outs (times when students are excused from class for other school activities such as Horizons classes and orchestra) should be scheduled as much as possible at the same time.

c. The district should weigh the relative educational value of instrumental music, Horizons and Great Books with time in class.

d. Policies should be especially strict with regard to use of students for non-academic activities such as cafeteria, bus and office helpers.

5. School practices should be reviewed, particularly at the high school level, to use fully every instructional day:

a. Proposed assemblies should be evaluated carefully for their instructional value.

b. Lagoon Day and other non-instructional activities should be eliminated.

c. Books should remain available for classroom and homework assignments until the last day of class (the district may need to allocate some additional funds for clerical help and replacement of books).

B. The district should establish a committee to:

1. Study the concept of study skills as well as current skills instruction in the district, and recommend a revised version of the district curriculum guidelines to include specific study skills at each grade level.

2. Develop and oversee a pilot program in study skills education involving elementary, intermediate and high schools. The committee could consist of:

   - 1 educational specialist, as chairman, appointed by the superintendent;
   - 3 teachers appointed by the SLTA;
   - 3 parents appointed by the PTA; and
   - 3 principals appointed by the SLASA.

   All levels of schooling (elementary, intermediate and high school) should be represented by a teacher, parent and principal.

V. Expectations

A. The district should reemphasize through all of its publications that:

1. Students have the principal responsibility for their own education.

2. The principal responsibility for assuring the quality of each child's education rests unavoidably with the parents or guardians. They should work with their child, the teacher and, if necessary, the principal to ensure that the educational needs of the child are met.

3. Teachers are responsible to provide students with a quality educational experience designed to meet the needs of that particular student both through classroom and homework assignments.

4. The principal has the responsibility to encourage and support teachers in meeting their responsibilities. If a teacher is not meeting the needs of students, the principal has the responsibility to initiate remediation and, if necessary, termination.

5. The district has the responsibility to make the educational needs of the students the primary consideration in district decisions.

FINDINGS

I. Teaching

Salt Lake City needs to invest more money in the education of its children. Higher salaries should be paid to attract and retain the brightest teachers to prepare the city's children to shoulder the many responsibilities of citizenship. At some time, within the lifetime of most of us, we will depend on them for the quality of our community and the

level of our economic support. They will be the producers of our community's resources. We cannot afford to shortchange their education.

The teacher is the most important element in the formal education process. Higher salaries must be paid to retain and attract the best teachers and provide them with time to continue educating themselves and preparing to teach effectively. The council finds that many of the best teachers are becoming dissatisfied with teaching. They do not feel that society values their service. Many have already left teaching. Others are seriously considering it. Many of those who remain work second jobs to make ends meet, leaving little time to continue their own education or prepare to teach our children.

Teachers also need incentives to teach well, not only to compensate them for the effort, but also to further demonstrate the value placed on effective performance. Truly effective performances should be recognized.

The problem in establishing an incentive system for teachers lies in the general lack of understanding of what is an effective performance or how to measure it. Therefore, the council has recommended the establishment of committees at the district and school levels to recommend policies and oversee efforts to recognize effective teaching. The council has also recommended that the district invest in the development of teacher evaluation systems to increase the likelihood of having the information needed to make informed judgments about teachers. The University of Utah Graduate School of Education should also be used as a resource in implementing evaluation systems.

The efforts to recognize and reward effective teaching should be complemented by efforts to improve the quality of instruction through inservice training. The district's ACT-ion Program has been commended to the council as an effective inservice training that should be expanded, particularly for the benefit of the beginning teachers.

The council also found that the district's remediation program provides an opportunity to eliminate ineffective teaching either through training or termination. Some council members felt strongly that principals, in particular, should make more frequent use of remediation and the district should hesitate less in terminating teachers whose teaching is not effective. Ineffective teachers should not be passed from school to school in the vain hope that a new setting will remedy the teachers' problems. Our community cannot afford to keep ineffective teachers in any classroom. The district should assist the terminated teachers in redirecting their lives to careers that naturally align with their interests and abilities.

II. Administration

The Salt Lake City School District will lose 24 principals and assistant principals to retirement during the next 10 years, 11 of them during the next five years. These figures do not include the ones who will be lost for other reasons, such as career moves or even death. The district must carefully consider how to replace these educational leaders with individuals prepared to handle effectively the responsibilities of academic leadership.

Although the district need not limit its search to inside candidates, it should look inside to find future educational leaders and provide them with opportunities to determine whether or not they will be effective and fulfilled in administrative capacities. Properly designed internships should provide the right kind of opportunities. The University of Utah Graduate School of Education, in particular the NASSP Assessment Center, can provide assistance in evaluating and training prospective principals.

III. Content

A. Vocational/Technical Education

The vocational/technical education program still reflects a curricular approach predating the current technological revolution. An oversight committee of informed individuals should review the program on a regular basis to keep it current with the needs of a changing society. Such a committee, consisting of representatives of industry and the Utah Technical College would also strengthen ties between the district and the larger community in a beneficial way. The New York Study of Occupational and Practical Arts with its conceptualization of core competencies provides a valuable resource in that review.

It is vitally important that both the schools and society recognize the interrelationship of vocational and so-called general education. Vocational education must do more than develop occupational skills and competencies. Vocational and general education are equally essential for job success and must be mutually supportive.

Employers are demanding employees with good work habits who can read, write, express themselves, do basic mathematics and get along with others on the job. Many employers have stated that much of the training in specific skills can be done on the job if the employee has a sound foundation in general education.

All students should receive instruction in vocational/ technical education to round-out their educational experience. The committee should encourage some basic education in this area throughout the curriculum and grade levels. For example, basic bookkeeping could be taught in the upper grade levels of every elementary school. Some of this kind of instruction is already quite common. Keyboard training is routinely taught in many schools.

B. Basic Academic Subjects

The district has already taken major steps to strengthen the quality of education in basic academic areas. Graduation requirements were recently increased and achievement test scores improved to exceed the national average for elementary grades. Nevertheless, the quality of secondary student performance on college entrance exams raises questions about the quality of student performance in secondary grades. The questions are difficult to answer. An unusually high percentage of students in the district takes the college entrance exams, making valid comparisons difficult.

The council's recommendations encourage the district to continue efforts to strengthen the curriculum in both intermediate and high schools. The district has begun a program of identifying basic competencies in academic courses, such as Algebra or Physics, and developing standardized tests to measure the achievement of those competencies in every class. The tests will be phased in over time. Some teachers may legitimately resist the effort if the tests control the curriculum instead of the reverse, but the effort should be made in order to ensure that the academic achievement of earlier grades is not lost and courses remain consistently demanding throughout the district. The tests should be designed to permit individual instructors to adapt the content of their course to utilize their own teaching strengths and better meet the needs and interests of their students.

The International Baccalaureate program also provides an opportunity to strengthen the secondary school curriculum. The program builds on the foundation of advanced placement courses, permitting students to obtain a broad based college preparatory education with an emphasis in the humanities or sciences. The courses are taken during the final two years of high school but require foundation courses that may even strengthen the curriculum in the intermediate schools.

The council found that three basic subject areas need greater emphasis in the curriculum: writing, computer literacy and foreign languages. Every report presented to the council about the writing ability of elementary, secondary and college students depicted a rather desperate situation. A major effort needs to be undertaken throughout society to overcome the lack of effective instruction in writing. Students at all grade levels have fewer and fewer opportunities to write and receive constructive feedback. The larger student to teacher ratios have made objective and short answer questions more common in examinations. Programs, such as "writing across the curriculum" have been developed to permit writing instruction in all subject areas in ways that are manageable even with large student to teacher ratios. The district needs to examine those programs and develop a program to make writing instruction in the district comprehensive and effective.

The lack of instruction in writing is particularly disconcerting since effective writing instruction is one of the best methods of teaching clear thinking and communication, skills badly needed in any responsibility in contemparary society. Some universities, including the University of Utah, now require an essay examination for admission. Students bear the full cost of any required remedial instruction and receive no college credit for those courses.

Computers have become an integral part of almost all workplaces and a valuable instructional tool. A standing committee is needed to monitor the developments in computer technology and recommend to the board of education policies and practices to meet the instructional need in this important area.

During the current school year, PTA's in several elementary schools successfully undertook the development of foreign language instruction. The response surprised the most optimistic observers, despite the requirement of tuition. The district should follow the PTA's lead and provide opportunities within the regular elementary school program for foreign language instruction and eliminate the need for tuition.

The Foreign Language Study Committee recommended to the Board of Education that the study of a second language be incorporated in the regular elementary curriculum (1-6) on a daily basis for all students. They suggested that one additional FTE be given to each elementary school for the purpose of teaching Foreign Language. It was also recommended that immersion programs (where the foreign language is used exclusively in teaching all

subjects) in French and German be started in two separate schools and that the Spanish immersion program at Newman Elementary be continued. There are several types of programs that could be implemented based on the needs and desires of the individual school community. The undertaking will not be an easy one. Foreign language curriculum at intermediate and secondary grades will be affected significantly, since a wider range of course levels will also be needed.

IV. Time

The council received several different reports that student achievement correlates most directly with time on task. The council recommends a combination of efforts to place the schools' priority on basic instruction, while recognizing community support for supplemental instruction and extra-curricular activity. The council recognizes that the district has already taken steps to resolve problems and encourages the district and schools to go even further.

The council has not recommended increasing the length of the school year until the district has a better sense of what can be accomplished by using available time more effectively. Nevertheless, the school year will probably need to be extended in the future to enable students in Salt Lake City to meet the challenges of an increasingly competitive technological world.

Students need to learn how to make more effective use of available study time. Formal study is a challenging task requiring a variety of effective study habits. Some students learn these on their own, but most would profit from formal training. Many teachers have already recognized this need and teach study skills as part of their courses, but they are not in a position to monitor the development of those skills over a student's entire career. The district needs to develop a comprehensive program of study skills training. The council has recommended a pilot program to enable the district to concentrate its efforts sufficiently to succeed.

Schools in Utah have a particularly great need for formal training in study skills. The council found that parents in Utah expect their children to do a lot more than study. They encourage their children to participate in a wide variety of activities--sports, music, scouting, and church-related activities--that leave little time for homework.

V. Expectations

Recent public discussions about the school system demonstrate the amount of disagreement about respective responsibilities in education and demonstrate the need for a restatement of those responsibilities. The teachers' responsibility is most obvious, but the responsibilities of students, parents, principals and the district are just as important.

Educators express concern about the increasing number of students and parents who place full responsibility for the children's education with the school system, and yet report consistently that no one can teach students who refuse to learn, and successful students typically have parents who care about their children's education.

The district's policy of shared governance recognizes the importance of keeping parents involved with teachers in setting educational policy for the schools. Many schools in the district do an exemplary job of involving parents in the actual education of their children. The council encourages this kind of formal parental involvement.

APPENDIX A

Salt Lake City School District

440 East First South Salt Lake City, Utah 84111-1898

Phone: (801) 322-1471

June 30, 1983

COUNCIL ON EDUCATIONAL EXCELLENCE

The purpose of this council is to study educational quality in the Salt Lake City School District. It shall investigate the quality of life in our schools, examine salary payment programs, review student achievement, study employee motivation programs, and examine effective innovations which can improve excellence in the Salt Lake City School District.

THE CHARGE

The council is charged with the responsibility of studying the quality of education offered in the Salt Lake City School District and making recommendations to improve excellence. The council shall examine the following areas:

1. Quality of life in the schools.
2. Student Achievement.
3. Employee work loads, motivation, rewards, work habits and work quality.
4. Conditions of excellence in our schools.
5. Motivations and reforms needed to improve excellence.
6. Experimental schools as a strategy for improving excellence.
7. Funding resources for recommendatins which need financial support.
* 8. Study "Nation At Risk". See how it applies to the Salt Lake City School District

The council shall begin its work on June 1, 1983, and report to the Board of Education on February 1, 1984. It shall make periodic reports to the Board of Education on a monthly basis. Any areas which need attention from the Utah Legislature should be reported prior to January 1, 1984.

MEMBERSHIP

Membership on the Council shall consist of the following:

1. Three members of the Board of Education selected by the president.

*Approved at Board Meeting of May 17, 1983

2. Two members of the State Board of Education selected by the President.

3. Two teachers selected by SLTA.

4. Two administrators selected by the Superintendent.

5. Fourteen community leaders--each Board of Education member selecting two.

6. The Council may add additional members if it chooses to do so, or may appoint consultants to assist it in conducting its work.

BASIC ASSUMPTIONS

Educational excellence is a social imperative. It is important that the Council explore all ideas to improve the quality of our schools. It should be fearless in recommending changes in organization, salary programs, evaluation, programs, funding, student achievement, parent involvement, and whatever other areas considered vital to improving education in the Salt Lake City School District.

It should also be understood that the district Board of Education is the official legal body to govern the operation of the schools. It cannot delegate the responsibility for making final decisions related to the operation of its schools. While it will give strong consideration to the Council reports and its recommendations, it reserves itself the obligation of making final decisions.

The Board of Education directs that all school employees and departments cooperate fully with the Council, provide information to members, and participate in the discussion of periodic reports. The aim of the Board is to make the schools the best in the nation with the maximum resources it can obtain. We look forward with great anticipation to the work of the Council and its final report.

MDT:6/30/83

APPENDIX B

PRESENTATIONS TO THE COUNCIL

July 11, 1983	Financial Support and Resource Allocation	Gary Harmer Treasurer SLCS District
	Review of District Organization and Policy	District Staff
Sept. 20, 1983	Report of the Ad Hoc Committee on Student Achievement	Brad Mitchell Chairperson
	Report of the Ad Hoc Committee on Teacher Effectiveness	Corrine Hill Chairperson
Oct. 12, 1983	Report on Utah Commission on Educational Excellence	David E. Nelson Coordinator Evaluation & Assessment Unit Utah State Office of Education
Oct. 19, 1983	Visit to Japan	M. Donald Thomas Superintendent SLCS District
	Paperwork Reduction Committee	Pat Arakaki Committee Member
	Use of Time	Delbert H. Fowler Principal Highland High School LaVar Sorensen Principal South High School Ingrid Oxaal Staff

APPENDIX B

Oct. 26, 1983	Basic Skills, Disclosure Statements and Grading	Stan Morgan Administrator Education Accountability
	Carnegie Unit vs. Oxford System	Bill Robinson Education Specialist SLCS District
	Testing	Robert DeVries Education Specialist SLCS District
	Expectations of Employers and Secondary Institutions	Judd Morgan Utah Technical College
		Staynor Landward University of Utah
Nov. 10, 1983	International Baccalaureate Program	Ronald Ragsdale Professor of Chemistry University of Utah
	Mathematics Education	Orla Bell Assistant Principal East High School
	Science Education	H. Jess Brown Teacher East High School
		Terry Ekberg Teacher West High School
Nov. 16, 1983	High School Reform	Gordon Cawelti Executive Director Association for Supervision & Curriculum Development
	Writing Instruction	Brooke Hopkins Professor of English University of Utah
Nov. 30, 1983	Teacher Evaluation, Career Ladders and Merit Pay	Ken Peterson Professor of Education University of Utah
		Nedra Crow Graduate Student University of Utah

APPENDIX B

Dec. 7, 1983	Study Skills	Brad Mitchell Council Member
	Criteria for Selection and Training of Principals	Rodney Ogawa Professor of Educational Administration University of Utah
		Steve Borovatz Principal Bonneville Elementary
		Harold Trussel Principal Bryant Intermediate School
		Jack Hart Principal East High School

Instruction

6.171 Graduation Requirements

To be graduated from a district high school a student:

1. Shall have attended school eight complete semesters unless officially excused by the principal. A full semester requires that a student register for seven periods and can earn 3.5 credits.

**2. Senior students (12th grade) shall be registered and receiving credit in a minimum of five periods of instruction. Note: This is a specific requirement for twelfth grade students that has not previously been in the graduation requirements.

3. Unless counseled differently by his or her principal, counselor or teacher, shall have earned three units of credit each year in the academic areas (English, language, mathematics, social studies, science).

4. Shall have earned in high school a minimum of:

   a. Four units of credit in communications. Students must register in basic skills classes unless they have completed the competency requirements. Substitution for regular English classes may be made at grade 12 only. Acceptable substitutes are creative writing, journalism, drama, debate, and foreign language.*

   **Require four years of English in grades nine through 12. However, in twelfth grade, other language arts skills courses may be substituted if approved by the school administration, i.e., language, arts, journalism, creative writing, debate.

   b. Three units of credit in social studies to include geography and American history.

   c. Two units of credit in mathematics. Students must register for basic skills or general math classes unless they have completed the competency requirement.

   d. Two units of credit in science.

   **e. One credit in life enrichment be earned which can be satisfied in any of the following ways:

POLICY (Revised 7/82) *Effective through graduating class of 1985.
**Amended 4/5/83-Indicates becomes effective with graduating class of 1986.

**(1) A specific high school course in the humanities; one unit to be selected from music, art, foreign language, drama, humanities, dance, crafts, literature, philosophy/ethics.

**(2) One-hundred-fifty hours of service to the school: tutoring, office assistance, leadership service.

**(3) One-hundred-fifty hours of community volunteer service: community agencies, governmental human services, other educational agencies.

f. One and one-half units of credit in physical education.*** ROTC may be substituted for no more than one-half of the physical education requirement. ROTC must also meet 75 percent of the objectives of physical education.*

g. One-half unit of credit in health.

***The above physical education and health requirements will constitute a healthy life style and fitness requirement of two units of the state high school graduation requirements.

h. One unit of credit in homemaking or industrial arts.

Some students may choose to attend school more than 12 years to complete the requirements for a diploma. They should be granted this opportunity.

5. Shall have applied not more than eight units of credit earned in high school in any one subject-matter field in fulfillment of graduation requirements.

**6. Students cannot receive credit in any course with lower proficiency requirements than a course in the same area for which credit has already been received unless approved otherwise by the school administration.

7. Shall have earned a minimum of 22 units of credit in grades 9, 10, 11 and 12.

**Beginning with graduating class of 1986 shall have earned a minimum of 23 units of credit in grades 9, 10, 11 and 12.

POLICY (Amended 1/3/78, 12/18/79) (*See State Superintendent's letter 4/5/82) (**Policy Amended 4/5/83, indicates becomes effective with graduating class of 1986) (***Amended 3/20/84)

8. In addition, prior to graduation, students must demonstrate acceptable competency levels in the following areas:

   a. Reading, speech;
   b. Mathematics;
   c. Principles of democracy and government;
   d. Consumer of economics;
   e. Problem solving;
   f. Ethical/moral conduct.

**9. Competency in the use of the keyboard as demonstrated by receiving a passing grade in a formal course of instruction in grades 7-12.

10. Students shall have met the career exploration and preparation requirement.

11. Students shall have completed the individual education plan.

6.1711 Alternative Validation

At the request of a parent or guardian a student may be provided with alternative means of validating competence.

6.1712 Subsidiary Services

The school district shall provide subsidiary services for students who need help in meeting the competency requirement.

6.1713 Variety of Performance Standards

Competencies may be validated in a variety of performance standards.

6.1714 Alternative Assessment Methods

High schools shall provide access to alternative assessment methods. This is specifically necessary for students whose identifiable handicaps do not permit adequate validation of competence by regular means.

POLICY 8/6/74
** Amended 4/5/~~83~~ Indicates becomes effective with graduating class of 1986.

6.1715 Final Adjudication

Final adjudication of appropriate validation will be made by the principal of the school.

6.1716 Appeal Procedure

The appeal procedure shall provide for parent appeal to the superintendent of schools and from there to the Board of Education.

6.172 High School Diploma

A high school diploma shall be awarded to students who successfully meet the graduation requirements.

6.1721 How Diplomas Awarded**

High schools in the Salt Lake City School District shall award diplomas in the following manner:

1. A general program diploma which would be satisfied by requirements in units taken, units required for graduation and passing of competency tests.

2. An expanded program for educational excellence diplomas which would require 24 units, passing competency tests and the submission of yearly educational and career plans to a counselor. These plans would need to be approved by the parents or by the principal after a reasonable effort has been made to obtain a parent signature.

3. A student could graduate with honors or high honors in either program by maintaining a 3.0 grade point average for honors and a 3.5 grade point average for high honors.

4. The expanded program for educational excellence could concentrate on college preparatory, vocational-technical, humanities or fine arts.

POLICY 8/6/74
(** Amended 4/5/~~83~~ Indicates becomes effective with graduating class of 1986)